

Gatsby Multi-day Unit Plan

Teacher Name	Norm Dannen
Lesson Title	<i>The Great Gatsby</i> by F. Scott Fitzgerald
Date	January 03, 2006-January 31, 2006
Subject/Topic	English/American Literature
Class Description	Advanced English, Grade 11, 15-17 years old, large group (30).
Duration of Unit	15 lessons, 40 minutes each
Unit Rationale	<p>The purpose of this 15-day unit is to have students interpret <i>The Great Gatsby</i> artistically, thematically and historically. In so doing, students will be able to identify with the autobiographical nature of the novel and apply the moral themes of this American literary classic to their own development as young adults.</p> <p>Students will achieve these objectives through a close reading of the novel (in-class and aloud, with Study Guide Questions), writing exercises (Compare and Contrast, character analysis), small group discussion (analysis of the value of the American Dream as viewed by Fitzgerald) and critical thinking skills, in accordance with NJ Core Curriculum Standards for Reading, Speaking, Writing, and Media.</p>
Materials	PC, overhead projector, PowerPoint, and transparencies; handouts (Vocabulary List, Study Guide Questions, Theme, Plot, Symbolism, Setting and Character Analysis); interdisciplinary materials relevant to the 1920's from American and World History; the movie <i>The Great Gatsby</i> , starring Robert Redford and Mia Farrow (1978).
Unit Objectives-SWBAT (Students will be able to...)	<p>SWBAT draw parallels between their own lives and the life and work of F. Scott Fitzgerald in the context of the Jazz Age, the Lost Generation, Prohibition, and the Great Depression.</p> <p>SWBAT to describe one significant event each in the artistic, musical, social, literary, and historical context of the writing of <i>The Great Gatsby</i>.</p> <p>SWBAT describe at least three autobiographical elements of Fitzgerald's own life that are reflected in <i>The Great Gatsby</i>.</p> <p>SWBAT to explain narrative Points of View and the</p>

<p>Unit Objectives-SWBAT (Students will be able to...)</p>	<p>importance of Nick Caraway to the telling of the story.</p> <p>SWBAT describe Fitzgerald’s view of the American Dream, as defined by character and plot development in <i>The Great Gatsby</i> and a related short story by Fitzgerald, “Winter Dreams.”</p> <p>SWBAT identify how an author may use elements of Symbolism and Color in the creation of fictional characters that have greater depth, meaning, and immediacy.</p> <p>SWBAT write a Fitzgerald-style narrative, creating their own characters and applying literary elements and events from their own lives.</p> <p>SWBAT develop an appreciation for the process of authorship and the use of language to create mood, setting, and purpose in a story.</p>
<p>New Jersey Core Curriculum Standard(s)</p>	<p><u>3.1 Reading</u></p> <p>G. Comprehension Skills and Response to Text</p> <p><u>3.2 Writing</u></p> <p>A. Writing as a Process</p> <p>D. Writing Forms, Audiences, and Purposes</p> <p><u>3.4 Listening</u></p> <p><u>3.5 Viewing and Media Literacy</u></p>
<p>Prior Knowledge</p>	<p>Students will have watched an A&E American Masters video on the life of Fitzgerald. In-class discussion will have assessed their understanding of Plot, Themes, Style, Setting, and the main characters of a related short story by Fitzgerald, “Winter Dreams”.</p> <p>Students will have:</p> <ul style="list-style-type: none"> ❖ completed a vocabulary list for <i>The Great Gatsby</i>, ❖ an in-class exercise on narrative point of view, and ❖ an analysis of the Roaring 20’s, <p>in order to familiarize themselves with Fitzgerald’s language, perspective, and style.</p>
<p>Anticipatory Set</p>	<p>To focus attention on the lesson, the teacher displays an interdisciplinary transparency highlighting an historical element of the 1920s that is relevant to the story line of <i>The Great Gatsby</i> at the beginning of each class period.</p>
<p>Procedures/Methods</p>	<ul style="list-style-type: none"> ❖ Day 1: Students will review the literary characteristics of “Winter Dreams” and discuss its

Procedures/Methods

historical and thematic context and relevance to *The Great Gatsby*.

- ❖ Day 2: Students will be taught first and third-person narrative points of view, by way of preparation for reading the *Great Gatsby* and understanding the role of Nick Caraway as narrator. Later in their reading, students will be given exercises asking them to identify specific instances in the novel where Carraway gives both fact and opinion. Students will be asked to draw conclusions about the objectivity of Nick's narration of events.
- ❖ Day 3: Students will be taught Setting. They will undertake Internet based research regarding Long Island, NY, specifically Oyster Bay and the Hamptons, by way of introduction to the setting of the novel, using selected websites as follow:
<http://www.lihistory.com/spectown/townmain.htm>
<http://www.oysterbayhistory.org/nyt112501.html>
<http://historytimeline.8m.com/1920-1929.html>
<http://memory.loc.gov/ammem/today/sep24.html>
<http://www.americanwriters.org/writers/fitzgerald.asp>
- ❖ Day 4: Students will learn about Fitzgerald's use of color in the novel, as a way of developing character and mood. Later in their reading, students will be given exercises asking them to explain how these colors relate to a specific character's role in the story.
- ❖ Day 5: Students will learn about Fitzgerald's use of symbolism in *The Great Gatsby*. Later in their reading, students will be given exercises asking them to identify and explain key symbols that are tied to specific characters, settings, or events in the novel.
- ❖ Day 6-15: Students will begin a close reading of the novel both in and out of class. Vocabulary will be reviewed each day. They will answer Study Guide Questions for all Chapters, which will then be reviewed in class. Students will also view selected segments of the movie *The Great Gatsby* to help them visualize the setting and

	<p>characterization used by Fitzgerald.</p> <ul style="list-style-type: none"> ❖ Writing Exercise: In this writing activity, students pretend that Jay and Daisy meet at Long Beach Island the summer before Jay goes off to war. Students will adapt and adopt incidents in their own lives growing up at the Jersey Shore to write a narrative based on the two main characters, using the elements of autobiography, point of view, setting, symbolism and color. ❖ Small Group Project: Students will be given the opportunity to develop a PowerPoint presentation as a small-group project that serves as a graphic organizer of events and character development in <i>The Great Gatsby</i>. This will serve as an additional/alternative summative exercise for the unit.
Unit Closure	Call on students to describe their experience in relating the plot and character development of <i>The Great Gatsby</i> with events in their own lives. How do fictional events in the story compare and contrast with actual events in Fitzgerald's life. Is <i>Gatsby</i> great? Is Nick Caraway an objective narrator? Is Fitzgerald hopeful about the state of America in the 1920's? Would he be hopeful about America today?
Evaluations	Unit assessment rubric (see attached) Quizzes, writing exercises, summative test
Student Evaluation	<ol style="list-style-type: none"> 1. Did students actively participate in classroom discussions and theory development? 2. Did students successfully organize information about plot, theme, and characterization? 3. Did students recognize the importance of finding evidence to validate a hypothesis?
Teacher Evaluation	Did I engage them, get them excited, and guide them effectively from what they already know to what I want them to learn. Did they learn it? If not, what could I have done differently or better? Do they understand and like learning vocabulary better because of the lesson? Did we have fun?
Accommodations	None required at this time.
Follow-up Activities	Compare and contrast plot, theme, and characterization of <i>The Great Gatsby</i> with "Winter Dreams" the week of 02/20/06